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ABSTRACT

Intended for use by SEAs and LEAs in the development of programs designed to address sex bias in vocational education, this booklet (which covers elementary to secondary education) provides strategies and evaluative procedures for problems or needs identified as resulting from sex bias and sex-role stereotyping. The thirty-one potential problem areas listed are adapted from 1978 Local Applications for Vocational Education. The strategies for eliminating sex bias (which are also for the most part adapted from the 1978 Local Applications) include the following: (1) conduct a study to determine problem areas and a meeting to explain the study's results; (2) develop a plan to help eliminate sex bias; (3) educate teachers, counselors, and administrators about PL 94-482 and Title IX and change their attitudes towards sex stereotyping; (4) distribute information to foster attitudinal change; (5) promote enrollment of both male and female students in all programs by the use of guest speakers, recruitment programs, and promotional activities; (6) screen textbooks and library books for sex bias; (7) review curriculum content for necessary revisions; (8) provide bibliographies and bulletin board displays; and (9) request state funds for research and program development. Sixteen evaluative procedures are provided to determine the effectiveness of the strategies in reducing bias. They include pre- and post-tests, student surveys, teacher and counselor feedback, review of curriculum content, and interviews with teachers and counselors. (ELG)

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DIRECTIONS FOR EQUAL ACCESS TO VOCATIONAL EDUCATION

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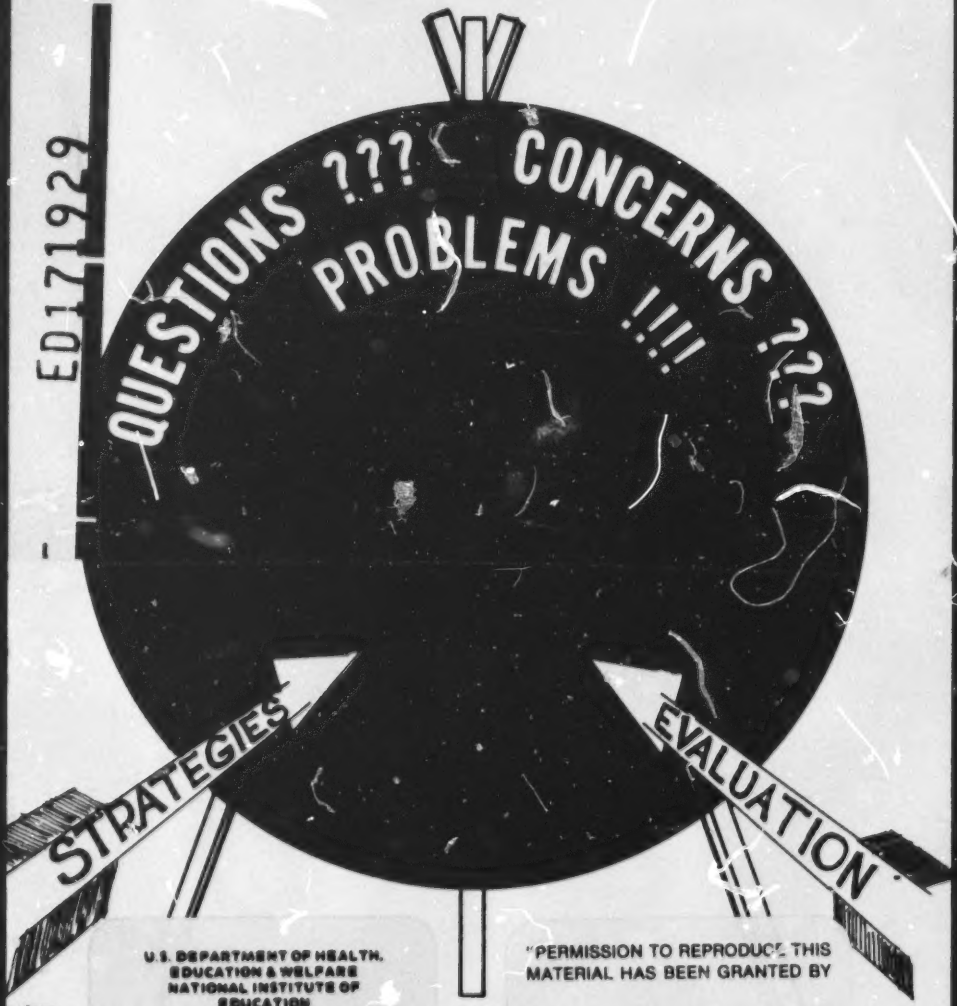

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INTRODUCTION

The major thrust of the Education Amendments of 1976 (PL-94-482) is to eliminate sex bias and sex-role stereotyping from vocational education and furnish equal access to vocational education programs.

As a result of that mandate, an inordinate amount of time has been spent at the state level to create awareness of sex bias and sex-role stereotyping by (1) identifying problem areas (2) developing strategies to address these areas and (3) identifying evaluative criteria by which progress could be determined.

Additionally, similar information was solicited from LEAs in the Local Application for Vocational Education.

A compilation of all of these identified problem areas, strategies, and evaluative procedures, are provided in this booklet. This material may be used by SEAs and LEAs, as well as other interested parties, in the development of programs designed to address sex bias in vocational education and related issues.

Across educational levels, a strategy and an evaluative procedure is provided for each identified problem or need.

POTENTIAL PROBLEM AREAS

(Adapted from 1978 Local Applications for Vocational Education)

1. All members (boys and girls) of a class are not required to meet the same standards when they are enrolled in a course that has been traditionally predominated by one sex.

2. There is a need to better inform all students of the changing patterns of employment, employment opportunities, and the implications of legal constraints on employers.

3. There is a reluctance by students to consider opportunities in areas historically dominated by opposite sex due to family, community and peer opinion and environment.

4. There is a need to more fully assess curriculum and learning environments to identify and eliminate both real and imaginary barriers to equal participation by males and females to vocational education programs.

5. Many textbooks are slanted towards traditional sex-role stereotyping.

6. The two major problems associated with open enrollment have been teacher attitude and student attitude.

7. Parental attitude is a major problem in eliminating sex bias and sex-role stereotyping in vocational education.

8. Only a small percentage of the "traditional male" vocational courses is female.

9. There are no females enrolled in "traditional male" prevocational courses.

10. During the period 1939-1977, only 10 female graduates have chosen "traditionally male" careers.

    (1 Doctor, 1 Dentist, 1 Pharmacist, 1 Welder, 5 Military, and 1 News Reporter)

11. Experienced faculty members have developed sexual biases that most of them are unaware of.

12. Long-term career planning is not yet a reality at our school.

13. Some classes, at times, require more strength than most females have—mechanics, masonry, and air conditioning are the type classes that contribute to this problem. Health occupations and office occupations have been considered by the males as appropriate only for females.

14. Teachers and staff awareness need to be increased; textbooks need to be reviewed to eliminate and replace those of a bias or stereotyped nature; and students need more information about jobs in order to make informed choices about careers.

15. There is a need to make all students aware of the opportunities available to them in the vocational programs and of the needed qualifications to be in the different vocational programs.

16. There are more job placements in industrial plants available for males than for females. As a result, more males have been served by the program in the past, resulting in more, and generally better, job placement for males. However, the job retention rate has been greater with females than males due to lack of self-help skills in male clients.

17. Although male and female students have access to the same instructors and classes and are placed without bias, classroom groups in general are sex segregated.

18. Activities in prevocational classes occasionally are sex stereotyped.

19. Some course offerings need to be updated in the area of content and methods of instruction.

20. Teachers and students need to know more about PL94-482 and Title IX regarding student access to vocational courses.

21. No plan of action has been developed to eliminate sex bias and sex-role stereotyping in the vocational programs in our school.

22. There is a need for continued awareness and evaluation of possible sex bias and stereotyping in vocational education programs. Course areas such as agriculture, home economics and office occupations are examples of programs which have traditionally served the needs of a particular sex that require consistent monitoring in order to overcome referencing to one sex only.

Other Potential Problem Areas

23. Teachers are not committed to developing strategies for eliminating sex bias.

24. Youth clubs and their officials are not focusing on sex bias problems.

25. Sex bias, as a problem area and issue, has not appeared on the agenda of some school faculty meetings.

26. There is a need for more resource materials on the elimination of sex bias in school libraries.

27. Some guidance personnel are not concerned with the elimination of sex bias from vocational education programs.

28. School administrators have not in many instances, taken the initiative on setting policies and giving impetus to sex equity efforts.

29. The changing role of women and its implication for vocational education programs has not been adequately assessed.

30. Administrators, teachers, counselors, and students don't understand the implications and requirements of PL 94-482 and Title IX as they impact and relate to their program.

31. Instructors resist change mainly because they are constantly being reminded that they must place a certain percentage of their program completers and they realize that industry on the local level may not be ready to break the sex barrier.

STRATEGIES TO ELIMINATING

SEX BIAS

(Adapted from 1978 Local Applications for Vocational Education)

1. Conduct a study to determine problem areas.

2. Conduct in-service meeting to explain results of study.

3. Develop a plan to help eliminate sex bias and stereotyping.

4. Have director of vocational programs hold a series of inservice sessions with counselors and teachers to discuss PL 94-482 and Title IX.

5. Explain rights and responsibilities under Title IX and PL 94-482 to teachers, counselors and administrators.

6. Conduct in-service awareness sessions to change teachers, administrators, and counselors attitudes towards sex stereotyping.

7. Organize lectures, and programs to encourage the attitude of participation of both sexes in all programs.

8. Through school advisory councils and vocational advisory committees, send letters and informational press releases to inform the public and employers of the need in vocational education to overcome bias and stereotyping.

9. Promote attitudinal change through the distribution of appropriate brochures and fact sheets.

10. Collect enrollment data by program and by sex in order to measure progress toward equal access to vocational education programs.

11. Establish occupational clubs that encourage the membership of both sexes.

    (Give students an opportunity to discuss changes in the work roles for both sexes.)

12. Provide information to students which show persons involved in jobs for a certain sex.

    (This information could be provided through films, filmstrips, newspapers, and educational television programs.)

13. Ensure that course catalogues, fliers, and pamphlets reflect boys and girls involved in class projects together.

14. Have industry and business speakers to address changing employment trends and the role each sex plays in today's work world.

15. Have promotion activities designed which will encourage students to consider courses nontraditional to their sex.

16. Initiate an active recruitment program for students of both sexes into all school programs.

17. Initiate a communication program through advisory committee members and school counselors to help overcome community sex-role stereotyping.

18. Use films/filmstrips, group discussions, observations and role playing to create awareness of male roles in today's society.

19. Promote recruiting, program planning, placement, and individual and group counseling without distinction of restriction to sex or job-role stereotyping.

20. Develop student and faculty materials, public relation releases, hiring, promoting, and evaluation without stereotyping factors.

21. Select new books and literature which are non-sexist.

22. Establish prevocational program which introduces boys to industrial sewing, home economics, etc., and girls to auto mechanics, welding, agriculture, etc.

23. Document enrollments, by male/female

    a) past and present
    b) changes in patterns
    c) projections

24. Sample survey of 8th grade and 10th grade, M/F

    a) to determine potential occupational interest
    b) to determine sensitivity to sex bias and stereotyping

25. Sample survey of parents of the above

    a) to determine parent ambition for students
    b) to determine sensitivity to sex bias and stereotyping

26. Screen 100% of textbooks for sex bias and sex-role stereotyping.

27. Make classroom teachers aware of the implications of PL 94-482 and Title IX in in-service meetings and encourage them to point out opportunities for girls in "traditional male" careers in the following ways:

    a) when presenting job opportunities relevant to their courses
    b) by means of bulletin boards, posters, etc. in their classrooms

28. Establish a student advisory committee, offer recommendations to solve sex bias and sex-role stereotyping problems.

29. Show a slide presentation to all 9th grade students on sex-role stereotyping.

30. Show a video presentation to all 10th grade students.

31. Pioneering students and teachers can be used as role models.

32. Provide male students with the same intensive training as females in the areas of homemaking, money management, budgeting, self-care and personal development.

33. Invite pioneering speakers from the community to visit classes.

34. Provide more career information to students using various media and with help of guidance department.

35. Each staff member will review curriculum content to determine where revisions need to be made to overcome sex discrimination and sex stereotyping.

36. Screen all materials such as tests, news releases, etc. for sex bias words and terms.

37. Purchase appropriate materials for the various courses which depict both sexes in a nonstereotyped manner. Emphasize career education in general education and vocational education and promote discussion of changing work and family roles for both sexes.

38. Structure course content to appeal to both sexes.

39. Coordinate equal vocational education activities by working with junior high principals, teachers, and counselors conjointly in the interest of providing a total program for vocational education.

Other Suggested Strategies

40. Send memo to principals and teachers apprising them of the non-discriminatory school policy.

41. Challenge youth organization officials to develop a plan to eliminate sex bias and sex-role stereotyping.

42. Challenge librarians to encourage student helpers to examine materials from a positive standpoint and for information.

43. Provide bibliographies of women for use in libraries.

44. Prepare bulletin boards or displays of non-traditional occupations in relation to the area concerned.

45. Develop a list of resources to assist in preparing curriculum which avoids sex stereotyping.

46. Avoid new purchases of biased materials.

47. Monitor and implement high school class scheduling to allow access for all students to vocational education programs.

48. Assist counselors in the development of non-bias, non-sexist career and job information.

49. Coordinate with business, industry, and labor to determine local needs and classroom resource persons.

50. Establish field trips for students in business, industry, and labor.

51. Eliminate biased or sex stereotyped test material, especially those that are used for admissions to vocational education courses.

52. Design student handbook so as to eliminate sexist references and promote sex fair presentation of policies, procedures, and course description.

53. Present talks, panels, or displays to PTA or other groups.

54. Prepare public service announcements for distribution.

55. Advertise in newspapers – both school and community–about classes, emphasizing and encouraging both sexes.

56. Eliminate all sex-biased testing materials for determining personality traits and aptitudes. Develop and use testing material free from sex bias.

57. Provide career fairs or career days to develop awareness of job opportunities in nontraditional occupations.

58. Develop a plan to monitor and evaluate all vocational education programs to determine compliance with State Plan.

59. Request funds from state sources for research in sex bias and for the development of innovative programs.

60. Select library books which are unbiased and supplement sex biased textbooks.

61. Utilize state consultant on sex equity for information regarding films, filmstrips, bibliographies, inservice education, workshops, and referrals.

EVALUATION

1. Conduct follow-up placement of students to determine if pioneering students are finding jobs in their area of concentration.

2. Conduct a survey of prospective students in order to determine knowledge of course outline, requirements for course entrance, objectives of course subject matter.

3. Seek "feedback" from teachers and counselors regarding their attempts to generate interest in all courses without regard to sex.

4. Check class enrollments to determine the incidence of enrollment by males in traditionally female courses and the enrollment by females in traditionally male courses.

5. Conduct self-evaluation at each school.

6. Compile follow-up records on completers and analyze results.

7. Charge newly formed student organizations and principal's advisory committees with responsibility of reviewing ongoing practices and suggesting improvements.

8. Compare enrollment data of the 1977-78 school year with the 1978-79 school year enrollment data, etc. This could be done by program areas.

9. Evaluate changes in student attitudes after participating in the prevocation program by use of a questionnaire.

10. Administer pre- and post-tests to determine additional changes of teachers or students within a predetermined time frame.

11. Conduct a survey to determine the awareness of students regarding:

    a) sex as a nondetermining factor to gaining entrance to all vocational programs

    b) needed qualifications to enter vocational programs

    c) opportunities available in vocational programs

12. Interview counselors to determine their understanding of PL 94-482 and Title IX regarding nondiscrimination in student access to courses.

13. Review teacher course outlines to determine the relevancy of instruction for both sexes.

14. Interview teachers after the in-service program to determine their views on students enrolling in nontraditional courses.

15. Survey student enrollees in nontraditional programs and dropouts will be surveyed.

16. Use predetermined criteria to review curriculum content for appropriateness for both sexes.